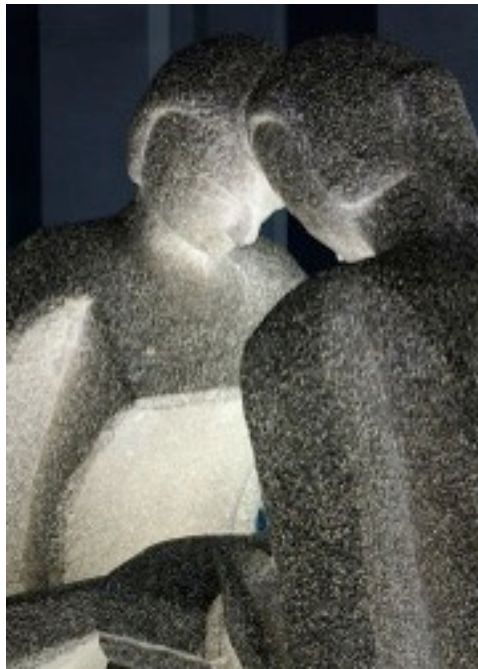


Advanced Placement Literature and Composition



Graduation Project:
Literacy and Its Impact on Society

Advanced Placement Literature and Composition Graduation Project

Literacy and Literature in Social Change

Literacy: *the condition or quality of being literate, especially the ability to read and write*

Literature: *the body of written works of a language, period, or culture*

In your pinnacle year of public education, you now have twelve years of ideas, skills, facts, and information swirling through your gray matter. The question remains: what do you do with it now? The original concept of public education included preparing students to become contributing members of society, among other things, but what do all these things you've gathered in the past dozen years have to do with that? Now is the time to reflect on not only what you have learned but to decide how exactly it will help you contribute to society, and by society, we do not simply mean New Kensington or Arnold, but also Pennsylvania, the United States, North America, the globe, and the universe; in other words, how do the skills you have gained and the information you have mastered connect to the constant evolution of the macrocosm of society?

Throughout the course of this year, we will narrow this incredibly broad question and focus only on the skills of literacy and the various literature you have encountered. Your task is to answer the following question:

How do literacy skills, both yours in particular and humankind's in general, and the literature produced and consumed through those skills contribute to society or facilitate social change?

When answering this question, you may wish to narrow your focus to literacy in one of the following contexts: academia (elementary, secondary, post-secondary), professionalism (the career you hope to develop), political (how literacy impacts government), historical (how literacy impacted historical events), or personal development/growth (the self-help phenomena, spirituality, etc.)

There will be three components to your graduation project: 1. research 2. project 3. presentation. While all three components must be completed in order to graduate, the research component will be part of your class grade.

Research Component:

Throughout the course of the year, you will research your topic by finding relevant quality sources that will help you create your final presentation. At four different point throughout the year, you will compose a 5 source annotated bibliography that explores how literacy impacts your chosen focus. Each bibliography will be worth 25 points. Research will be conducted independently. Each annotation should be two to three paragraphs in length per source and use the MLA documentation style demonstrated in the Research Handbook. We will discuss this further throughout the year.

Project Component:

In addition to the annotated bibliographies, you also need to complete 20 hours of community service. I suggest choosing a venue that reflects a passion or an interest in what you hope to pursue as a career. While you are volunteering, you will be making observations and analyzing how literacy (reading, writing, speaking, and/or listening) plays a role.

For each hour of your project, you will complete an observation form. The more details you include in this form, the more information you will have from which to pull for your presentation. Each sheet also needs to be signed by the supervisor overseeing your hours.

Former students have chosen:

- oral histories: spending time with veterans/elderly to record oral histories.
- political context: attending various meetings of administrative bodies, such as the school board, city council, to observe how literacy impacts government.
- religious literacy: working with youth groups, Bible clubs, etc. in various activities to observe how literacy impacts faith.
- music literacy: working with the middle school choir and/or band to observe how literacy impacts musical advancement, tutoring kids with music playing to observe how music impacts literacy.

Presentation Component:

By synthesizing the research and project observations, each student will construct a thesis that answers the posed question and will present and defend that thesis at the end of May. You will need to construct a slideshow that reveals your research, the outcomes of your project, and the conclusions based on the research and project that led to your thesis. Additionally, you will also develop a creative component that reflects your synthesis. Possible creative components include scrapbooks, video montages, composing a song, writing a poem, posters, brochures, etc.

Your presentation will be approximately 10 – 15 minutes in length and will be followed by a 5 minute question session during which you must defend your thesis.

AP Graduation Project **Student Information/Checklist**

Student: _____

Project: _____

Group Members : _____

(if applicable) _____

Research Topics: _____

Checklist:

| Item | Date Due | Date Submitted | Grade Earned |
|------------------------------------|----------|----------------|--------------|
| | | | |
| Proposal & Implementation Plan | | | |
| Independent Novel #1 (EG) | | | |
| Annotated Bib #1 | | | |
| Observation Logs check #1 (7 hrs) | | | |
| Independent Novel #2 (EG) | | | |
| Annotated Bib #2 | | | |
| Observation Logs check #2 (15 hrs) | | | |
| Independent Novel #3 (EG) | | | |
| Annotated Bib #3 | | | |
| Final Observation Logs check | | | |
| Reflection/Analysis essay | | | |
| Independent Novel #4 (EG) | | | |
| Annotated Bib #4 | | | |
| | | | |

AP Graduation Project Proposal

Exemplar:

Name

George Orwell

Topic

Bible Literacy

Objective(s)

to create a religious studies group at school to evaluate how much teens know about world religions and to observe how learning about world religions changes the way they understand world politics and understand different people.

starts with an infinitive and explains what you hope to learn

to participate/observe in youth groups from a variety of local churches to evaluate how interpretation of the Bible impact their services.

Implementation Plan

who will supervise - name and contact info

*Mrs. Hunter - VHS group; dhunter@nkasd.com
Rev. T. Delanie - LBC - tdelanie@domain.com*

where will you be going [list all possible places]

*Valley High School
Local Presbyterian Church
Local Baptist Church
Local Catholic Church*

what days/times will you be going

*Every third Wednesday after school - VHS group
Tuesday evenings, 6-7 at LBC*

Your Proposal

Name

Topic

Objective(s)

*starts with an infinitive and
explains what you hope to
learn*

Implementation Plan

*who will supervise - name
and contact info*

*where will you be going [list
all possible places]*

*what days/times will you be
going*

AP Graduation Project
Observation Log

Date: _____

Time: _____

Activity: _____

Observations: *In this space, you will record a description of what you do and what you see others do. This should be as objective as possible with as much detail as possible.*

Reflections/Analysis: *In this space, you will analyze and reflect on your observations. This is where you will focus on how literacy (reading, writing, speaking, listening) played a role in what you observed. In addition to focusing on the people you observe, you should also reflect on how your own literacy skills impacted your experience AS WELL AS how your research connects to your observations.*

Project Supervisor's Signature: _____

AP Graduation Project Observation Log

Date: _____

Time: _____

Activity: _____

Observations:

Reflections/Analysis:

Project supervisor's signature: _____

AP Graduation Project Reflection and Analysis Paper

After completing your proposed project, having recorded observations and reflections, you must write a reflection and analysis paper that answers the following questions:

- In what ways did you reach your objective? In what ways did you fail?
- Which literacy skills of your own strengthened your project? Which literacy skills of your own did you find lacking, if any? You may wish to give examples from your own education as well as from your observations to support your argument.
- Which literacy skills of the subjects of your project emerged as the most necessary for *their* contribution to society? What weaknesses in their literacy skills would most impede their contribution to society? Use your observations to support your argument

The essay should:

- Answer all aspects of the above questions thoroughly with specific evidence to support inferences.
- Be no shorter than 3 and no longer than 4 pages in length.
- Be double-spaced.
- Have 1-inch margins.
- Use no smaller than size 11 and no larger than size 12 font.
- Have your last name as a right-aligned header on all pages.

AP Graduation Project Final Presentation

Finally, you have completed the research and project hours! Now comes the time to synthesize all this information to answer the original question with which we started:

How do literacy skills, both yours in particular and humankind's in general, and the literature produced and consumed through those skills contribute to society or facilitate social change?

How do the specifics of your research and project hours help answer this question? You will need to think of those specifics in a broader sense, more as concepts. You may also need to research additional information about your project to help you make the connection to the macrocosm of society.

Parameters of the Final Presentation:

- Develop a clear thesis which answers the above question. This should be written on one of your earliest PowerPoint slides.
- Use a powerful introduction. Remember the strategies we discuss with our writing; the same techniques apply to speaking.
- Use specific examples from your research and project to support and defend your thesis. These examples should also be listed on your slides, with documentation. Remember, your PowerPoint is your outline; you should not read directly from it, but should use it as a visual aid for your audience while you embellish and flesh out the skeleton.
- Draw a clear conclusion based on the research and your personal observations. This does not necessarily need to be printed on a slide but should bring your presentation to a powerful end.
- Include a final bibliography page following the MLA format.
- Use graphics and animation appropriate to the tone of your argument; unnecessary or superfluous graphics or animation will distract from all your hard work and astounding thoughts.
- Speak clearly and project with appropriate volume. Vary the tone and volume of your voice to emphasize your points; this also further engages your audience.
- Use your time well. If you speak too quickly or do not have enough information to fulfill the minimum time requirement (10 minutes), you weaken your argument. If you exceed the maximum time (15 minutes), you will lose the attention of your audience, which also weakens your argument.
- Review *all* research and observations thoroughly prior to the presentation and have your portfolio with you to reference. There will a 5 minute question-answer session following your presentation; you will be expected to defend your thesis, and having specific research or observations on hand is the best way to do so.